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ABSTRACT

Guidelines for assisting colleges and universities to improve the international dimension of their campuses are presented, with attention to administrative leadership, curriculum development, faculty development, student awareness, and resources. Each guideline consists of a definition, an interpretation of its potential contribution to international education, and a series of questions. Attention is directed to the following concerns: commitment of the president and governing board to the internationalization of the campus and curriculum; incorporating an international dimension in general and professional studies; the recruitment and support of faculty whose teaching, research, and service will enhance the institution's international dimension; providing students the opportunity to develop attitudes, skills, and knowledge about the political, social, and economic issues of the world; and provision by the institution of the human, material, curricular, and organizational resources to support its institutional mission. A self-study to assess commitment to international education is recommended, along with a periodic inventory to assess institutional achievement and accountability. (SW)

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Guidelines:
Incorporating an International Dimension in Colleges and Universities

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GUIDELINES:
Incorporating an International Dimension in Colleges and Universities

The following statement was developed by the Committee on International Programs and approved by the membership on November 19, 1984.

Introduction

This document consists of a series of guidelines for assisting colleges and universities to improve and enhance the international dimension of their campuses. The object is to improve the general quality of higher education. In the modern world, quality is measured by the degree to which colleges, in their organization, instruction, research, and external relations, provide students with the knowledge, skills, and attitudes necessary for living in an interdependent world.

There are five sections. They provide guidelines for each of five aspects of a college and university including:

- Administrative Leadership
- Curriculum Development
- Faculty Development
- Student Awareness
- Resources.

Each guideline consists of a definition, an interpretation of its potential contribution to international education, and a series of questions.

I. Administrative Leadership

The president and governing board are committed to the internationalization of the campus and the curriculum.

Commitment means a deliberate and considered mandate and plan to incorporate an international dimension in the institution's programs and activities. This commitment is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress.

Presidents, for example, can advocate, negotiate, and exert leadership to institute change in campus organization and academic programs if they officially identify their office with international objectives and personally support departmental, faculty, and student activities.

Presidents can create the environment for change, using their influence and broad communications network. They are regarded, furthermore, as leaders of higher education in their community and state. Their expertise is sought and their ideas carry significant weight with educational policy makers in the legislatures and on their governing boards.

Questions:

1. Has the governing board addressed international education in the institution's official mission or mandate?

2. Has the governance structure, including faculty and student representatives, examined the international mission of the institution in a systematic review of goals and priorities?

3. Does the president or chancellor exert leadership in encouraging international studies in the curriculum as well as through other strategies?

4. Have the president and the administrative staff communicated their commitment clearly to departments, faculty, and students through advocacy, negotiation, and leadership?

5. Does the administration specifically allocate resources to support international education activities (e.g., establishment of a central coordinating office for international education)?

6. Does the university leadership seek to develop opportunities for or provide increased interinstitutional cooperation to enable faculty and students to participate in international programs that are not available on campus (e.g., consortia)?

7. Does the university leadership work together with other higher education institutions to promote international education on a statewide basis, particularly vis-a-vis the business community and the state legislature?

8. Does the university leadership take an active role in national associations which emphasize international cooperation?

9. Does the university leadership take both an advocacy and leadership role in supporting state and federal legislation pertaining to international education, international exchanges, and international development?

10. Do the members of the governing board and administration seek ways to involve themselves in international activities (e.g., take advantage of opportunities to enhance their own global awareness)?

II. Curriculum

International education is a fundamental part of general and professional studies. It is the preparation for social, political, and economic realities that humans experience in a culturally diverse and competitive interdependent world.

The curriculum should enable individuals to develop competencies and sensitivities for perceiving, believing, evaluating, and behaving within the complex human and ecological interactions that characterize the globe. All academic disciplines and professional studies draw their substance from a global knowledge base and provide students with concepts, skills, and values by which they can understand the significance and impact of global events and make rational decisions about the conduct of their private and civic lives that will enable them to participate intelligently and responsibly in the democratic foreign policy process.

The curriculum should provide students with:

- A recognition or awareness that one's view of the world is not universally shared and that others' views of the world are profoundly different from one's own;

- An awareness of the diversity of cultures, ideas, and practices found in societies around the world and how these compare; and some recognition of how the ideas and practices of one's own culture might be viewed by individuals in other societies;

- An awareness of prevailing world conditions and developments, including emergent conditions and trends (e.g., population growth, migrations, economic conditions, resources and physical environments, political developments, science and technology, law, health, intranation conflicts);

- An awareness of how the world's systems are interdependent and how local economic and social patterns

have global impact beyond their effect on individuals' lives;

- An understanding of how developments in other countries may be relevant to one's profession or business;

- A knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies; and

- A knowledge of ethical questions and issues that derive from an increased capacity to sense, predict, and manipulate global conditions.

Questions:

1. Does the institution provide for a systematic analysis and review of the international content in general education?

2. Is a systematic effort made to encourage faculty responsible for introductory and/or core courses in general education to infuse them with an international dimension?

3. Have criteria been established to evaluate the international content of introductory and/or core courses?

4. Are faculty members encouraged to infuse their courses with a global dimension, engage in comparative approaches in their teaching and research, develop interdisciplinary offerings that address topical world issues?

5. Does the curriculum reflect an appreciation of the contributions made by other cultures to American society?

6. What place do the general and professional studies accord to area studies, comparative and international studies, international development studies, intercultural studies? Has the institution formally assessed the international offerings of its curriculum?

7. Have the faculty and departments developed evaluation techniques and criteria to assess student acquisi-

tion of competencies, skills, and knowledge requisite for an interdependent world?

8. Is foreign language proficiency required for general education? for liberal arts majors? for professional studies majors?

9. Does the institution encourage a discussion and debate about conditions and techniques to improve foreign language acquisition?

10. Does the curriculum and/or professional program provide an opportunity for students to study, work, or live in an international setting?

11. Does the curriculum reflect knowledge gained from students and graduates who have had international experiences?

12. Does the curriculum enable American students to understand how the rest of the world perceives Americans?

13. Are foreign students and American students who have returned from study abroad involved in assisting with courses and programs to provide an international dimension?

14. Are the services of experts, students, and visitors, both American and foreign, utilized to enrich curricular and extracurricular offerings?

III. Faculty Development

The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The institution recruits and supports faculty whose teaching, research, and service will enhance its international mission.

Redirecting or enhancing an institution's international mission relies on faculty for the development of courses, departmental offerings, professional programs, evaluation of student progress, and off-campus international activities. Collaboration among faculty and cooperation with the administration are also necessary to give the overall academic program an international dimension. Participation, collaboration, and cooperation are thus incorporated in institutional planning and practice.

Questions:

1. Is experience abroad or expertise in the international field a criterion in faculty recruitment and employment?

2. Are faculty members encouraged to review their courses systematically in order to ensure the incorporation of an international dimension in general and professional courses?

3. What initiatives have been taken by the faculty and departments to incorporate an international dimension in the introductory and/or core courses in general and professional education?

4. Do faculty engage in interdisciplinary courses or programs which emphasize an international dimension?

5. Do faculty members seek to deepen their own international awareness and understanding and strengthen their international expertise by seeking opportunities off campus in the form of fellowships, travel grants, and institutes?

6. Does the institution have assistance programs in areas such as education (e.g. teaching materials and methods, literacy campaigns, development of parent education programs, infant education) that encourage faculty involvement?

7. Does the institution periodically survey the entire faculty (full and part-time) to develop a roster listing international areas of faculty expertise?

8. Does the institution provide for the loss of specific subject matter expertise when a faculty member is absent due to a foreign exchange assignment?

9. Does the institution provide incentives, study leaves, and professional development opportunities for updating faculty members' international knowledge and knowledge of foreign language?

10. Does the institution provide orientation and support for faculty involved in foreign travel, work, and/or study (foreign and American) and to their families with regard to health, finances, insurance, work rules and requirements, and visas?

11. Is international activity identified as a criterion for promotion, tenure, and salary increases?

12. Do faculty members with international expertise share their knowledge and understanding with the off-campus community-at-large, including business leaders and the elementary and secondary schools, for example? Do faculty members take an active part in internationally related activities on campus?

13. Does the institution actively promote the development of international networking among faculty members on campus as well as between campus communities?

14. Does the institution provide recognition and other incentives for faculty members to become active in international education on campus or in international professional assignments?

15. Does the institution systematically recruit and make optimum use of foreign faculty members and researchers for short or long stays at the institution?

16. Is an on-campus person identified and available as a contact person to whom faculty serving abroad may turn if family or personal problems develop?

IV. Student Awareness

Students are provided with the opportunity to develop attitudes, skills, and knowledge that are consistent with the realities of the modern world and that prepare them for citizenship and for careers.

In an institution committed to internationalizing the campus and curriculum, course offerings, experiential programs (e.g. exchange), counseling, extracurricular activities, and individual study ensure that students' knowledge about the political, social, and economic issues of the world and their attitudes toward diversity and common human interests are consistent with global realities.

Questions:

1. Are students encouraged to view an international experience as part of their undergraduate education?

2. What is the process of measuring outcomes to ensure that students develop the appropriate knowledge, skills, and attitudes consistent with living in an interdependent world?

3. To what extent and in what ways is the institution involved in long-term assessment of the impact of international education efforts on American and foreign students?

4. What international knowledge do students bring into the institution and how is it exploited in the curriculum and the campus community?

5. To what extent and in what ways are student life services involved in internationalizing the campus (e.g., language and/or international residence halls/floors, involvement of student government, career planning and placement, outreach to community and/or including them in international affairs, international student organizations, involvement of secondary school students and faculty, film series, financial aid)?

6. Are students, American and foreign, involved in planning, implementing, and assessing the international education activities and programs on and off campus?

7. What opportunities to develop desired knowledge, skills, and attitudes are available in cocurricular and extracurricular activities, programs, and structures?

8. Are foreign students encouraged to become involved directly in campus life including cocurricular activities (e.g., in fine arts, performing arts, and other activities that will culturally enrich a campus)?

9. Does the institution recruit, retain, and educate foreign students with a view to maximum diversity within the student body and interaction between foreign and American students?

10. Does the institution offer special individualized services to foreign students?

11. Is the institution involved in intercultural and cross-cultural education, especially for those travelling abroad (for study, work), returning home, or (as in the case of foreign students) coming to/returning from the United States?

12. Does the institution provide orientation and support for students involved in foreign travel, work and/or study (foreign and American) with regard to health, finances, insurance, work rules and requirements, financial aid, and visas?

13. Does the institution maintain contact with all alumni who have been involved in international education related activities?

14. Does the institution make funds available, or provide access to information about sources of funds, for American and foreign students involved in study abroad programs, in order to ensure that access to such programs is not limited to higher income students?

V. Resources

The institution provides the personnel, material, curricular, and organizational resources to support its international mission.

Resources are the sum total of the institution's capacity to supply the essential ingredients for educating students for an interdependent world. The resources for international education represent a systematic way of integrating human talent, scientifically derived knowledge, technology, and educational methodology to aid students in developing necessary skills, knowledge, and attitudes.

A plan to internationalize the college or university would include an initial inventory and assessment of existing resources and the identification of steps to acquire and integrate additional resources. Such a process provides decision makers and faculty with information of the status quo, and reveals those aspects and functions which require enrichment and/or redeployment.

Such a self study expresses the implicit institutional commitment to internationalization and identifies strengths and weaknesses. A systematic, periodic inventory may also serve as part of a regular evaluation process to assess institutional achievement and accountability. Moreover, a resource inventory, as a part of an overall plan for the future, provides a basis for funding requirements to acquire program, personnel, and material resources.

Questions:

1. Has the institution made an assessment of current resources that describes its commitment to internationalizing the campus and curriculum?

2. Does the institution have a coordinating administrative unit or units to coordinate, administer, and promote international programs?

3. Does the institution commit resources to promoting student interest and involvement in international education and related matters (courses, projects, programs, activities)?

4. Is the library adequately equipped to support the internationalization of the curriculum, especially the introductory and/or core courses? Are library holdings reviewed and library staff apprised of the process for obtaining foreign books and periodicals? Is there a method to allow for faculty and student input into library acquisitions of international materials?

5. Is information available to faculty about the approximately 5,000 public and private organizations that might act as resources to international education projects? Is information on international exchange programs both known and accessible to faculty?

6. Does the institution provide students with easy access to accurate and timely information about study abroad and work abroad programs available on campus, at other institutions, or through private organizations?

7. Have community resources been assessed and utilized to enrich the institution's international commitment?

8. Have efforts been made to internationalize the environment of the campus through cultural programming, visiting speakers, availability of foreign publications (including newspapers and other periodicals) in the library and bookstore, and facilities for foreign visitors?

9. What evaluation and long-range planning systems are in place to measure institutional achievement and to meet the future demands of its international mission?

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